**3rd Grade Reading Lesson Plans for Mrs. Dean Unit: 2 Week: 5 Story Title- *William’s House***

**Monday** **COS** 3.1, 3.2, 3.3, 3.4 **Obj.** SW- Listen & draw conclusion; Understand how to draw conclusion; Ask questions to draw conclusion; Use graphic organizers to draw conclusions; use context clues to determine the meaning of unfamiliar words.

**Method- WHOLE GROUP-** 1)Fluency Friends 2)Daily Questions: When you find yourself in a new place, what problems might you meet? 3)TW read aloud *Colonial Homes* pg 250l 4)Read/discuss drawing conclusions & graphic organizers pg 250 5)Guided Practice- SW complete a graphic organizer in CPA Notebook while reading together *How to Build an Adobe House* pg 251 6)TW review voc. pg 252b using voc. cards & education website: Waltke’s Web from Active Board

**SMALL GROUP-** Refer to Small Group Plan- Groups will read Leveled Readers with teacher~ *Colonial New England; The Colonial Adventure; Houses Past & Present* (SW complete a graphic organizer to recognize author’s purpose using leveled readers.)

**CPA’s** 1)Daily Question (in a complete sentence) 2)Wkbk. Pg. 93-94 3)Vocabulary Folders 4)Missed Spelling Words 5x’s Each

**Materials:** Fluency Folders, Textbook, Vocabulary Folders, CPA Notebooks, Colors, Post It Notes, Pencil, Wkbk. Pg. 93-94

**Evaluation-** Wkbk. Pg. 93-94

**Statement of Student Engagement-** The students will complete a graphic organizer to help understand drawing conclusions.

**Tuesday COS** 3.1, 3.2, 3.3, 3.4 **Obj.** SW- Continued from Monday; Associate consonant digraphs with the letters that spell them.

**Method WHOLE GROUP-** 1)Fluency Friends 2)Daily Question: What do you think William’s father’s house in England looked like? 3)Allow teams time to show/discuss graphic organizers that were created to understand drawing conclusions from leveled readers read yesterday 4) Read/discuss pg 252-253 5) Phonics Talk TE 271i

**SMALL GROUP**- Refer to Small Group Plan Page (All groups will be reading first ½ story pgs 254-261)

**CPA’S** 1)Daily Question (in a complete sentence) 2)Wkbk. Pg. 97-98 3)Spelling- Box Out sh, th, ph, ch, & tch 4)Vocabulary Folders

**Materials:** Fluency Folders, Textbook, wkbk pg 97-98; CPA Notebooks; Vocabulary Folders; Post It Notes

**Evaluation-** Wkbk. Pg. 97-98

**Statement of Student Engagement-** The students will complete graphic organizers and answer questions that involve understanding drawing conclusions, & they will supply the correct vocabulary word in sentences.

**Wednesday** **COS** 3.1, 3.2, 3.3, 3.4 **Obj.** SW- continued Monday & Tuesday

**Method- WHOLE GROUP**- 1)Fluency Folders 2)Daily Question: How did the environment of new England force the colonists to change? 3) Review voc, phonics, & story

**SMALL GROUP**- Refer to Small Group Plan (All groups will be reading the rest of the story pgs 262-266)

**CPA’s** 1)Daily Question (in a complete sentence) 2)Scavenger Hunt 3)Voc. Sentences 4)Spelling Tic Tac Toe 5)Voc. Folders are DUE tomorrow!

**Materials:** Fluency Friends; Textbook; Post It Notes; Scavenger Hunt; CPA Notebook

**Evaluation-** Scavenger Hunt & Vocabulary Sentences

**Statement of Student Engagement**- The students will use skim & scan to look back through the weekly story & answer comprehension questions, & they will write a sentence for each vocabulary word to show that they understand each word.

**Thursday** **COS** 3.1, 3.2, 3.3, 3.4 **Obj.** SW complete a reading comprehension multiple choice & writing test from this week’s story

**Method-WHOLE GROUP** 1)Fluency Friends 2)Daily Question: What solutions have we found today to build better homes for our environment? 2)Review the story using retelling cards 3)Review voc words 3)SW complete the reading selection test

**SMALL GROUP**- Refer to Small Group Plan (All groups will be summarizing the story.)

**CPA’S** 1)Daily Question (in a complete sentence) 2)Writing Response 3)AR

**Materials:** Fluency Friends; Textbook; Post It Notes; Voc Cards; *William’s House Selection Test;* Writing Response

**Evaluation-** Selection Test

**Statement Student Engagement Statement-** The students will complete a weekly assessment *on William’s House* that involves both multiple choice and writing response questions.

**Friday COS** 3.1, 3.2, 3.3, 3.4 **Obj.** SW review drawing conclusions & the use of graphic organizers

**Method- WHOLE GROUP** 1)Fluency Friends 2) Preview vocabulary words with vocabulary cards; Read/discuss Family Times Wkbk. Pg. for next week’s story

**SMALL GROUP**- Teacher will meet with groups to review weekly story using graded weekly selection test; Teacher will progress monitor students for fluency/comprehension.

**CPA’s** 1)Fluency Friends 2)AR

**Materials:** Fluency Friends; Textbook; Weekly Graded Test; Family Times wkbk. pg. 101; Voc. Cards

**Evaluation-** Teacher Observation/Participation

**Statement of Student Engagement-** The students will review the weekly story using the graded selection test.